

Handsworth Grange Community Sports College

SEND Policy



Current Policy as of: September 2019

LT Responsibility: Steph McCoy

Governor Committee: Pupil Wellbeing

Special Educational Needs or Disabilities Policy

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

1: Introduction

The co-ordinator for special educational needs or disabilities at Handsworth Grange Community Sports College (SENCO) is Joanne Brocklesby. The SENCO is the named person for managing the school's response to ensuring provision we make for children and young people with special educational needs or disabilities.

Philosophy

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the Handsworth Family of Schools to ensure that we take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities and encourage children to be involved in their own learning.

Objectives

1. To identify and provide for students who have special educational needs or disabilities
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To provide a broad and balanced curriculum
4. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs or disabilities
5. To provide support and advice for all staff working with special educational needs or disabilities students

2: Definition of SEND

Students have special educational needs or disabilities if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. Handsworth Grange Community Sports College regards students as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA

Students are never regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Provision at Handsworth Grange Community Sports College is characterised by

- Working creatively and holistically to remove barriers to learning
- A student centred approach
- Partnership of parents
- Focus on outcomes for students
- High aspirations and expectations for all students with SEND
- Close working relationships with outside professionals
- Class teachers retain responsibility for students with SEN and their provision
- Supported transition for all students with SEND moving to post-16 education

Communication and Interaction (C&I) Speech, Language and Communication Needs (SLCN)
Autism Spectrum Disorder (ASD)
Asperger's Syndrome and Autism

Cognition and Learning (C&L) Severe Learning Difficulties (SLD)
Profound and Multiple Learning Difficulties (PMLD)
Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); developmental co-ordination disorder or dysgraphia.
A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

Social, mental and emotional health (SMEH) A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
Problems of mood (anxiety or depression),
Problems of conduct (oppositional problems and more severe conduct problems including aggression),
Self-harming,
Substance abuse,
Eating disorders or physical symptoms that are medically unexplained,
Attention deficit hyperactive disorder (ADHD),
Attachment disorder,
Autism or pervasive developmental disorder,

An anxiety disorder,

A disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Sensory and/or physical needs (S/PD)	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability
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3: Identifying Special Educational Needs or Disabilities

The school uses a graduated approach in response to a concern that a student has special educational needs or disabilities as outlined in "The Code of Practice 2014". Concerns may be raised by parents or can come from within school. To help with this process information is collated from a variety of sources which is then used to plan the next steps. We always identify the needs for individual students by considering the needs of the whole child, not just the special educational needs or disabilities of the child. The level of provision provided is supported by, and recorded on the Sheffield Support Grid.

The four broad categories of need are detailed below:

Other factors may impact on progress and attainment but may not be an SEN. These will need considerations making for and include;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

Wave 1

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. At Handsworth Grange Community Sports College, specialist teachers for students with SEN are employed through catch-up funding for the teaching of small targeted classes of SEN students in English and maths. It is our philosophy that, as much as possible, students are taught in classes by qualified teachers and not withdrawn for intervention by unqualified teachers.

Wave 2

Wave 2 is initiated only where a very specific need is identified that may be addressed through a time limited intervention run by teaching assistants, but monitored by the SENCO.

Interventions may include:

- Lexia reading intervention
- Inference reading intervention
- Catch up Literacy
- A Specific phonics reading intervention or Toe by Toe
- Learning mentor support
- Behavioural Psychology therapy
- additional staff training
- Creation of a One Page Profile, that is shared to all teaching staff, using a person centred planning approach
- Student Friendly Individual Education or Behaviour Plans

Wave 3

Where the school feels that the student's needs are not being met in school then, in partnership with parents, the school will seek advice and involvement from external support

services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff. A wave 3 intervention is characterised by having an individual or bespoke provision.

4. Different Levels of Support and the Review Process

The progress of all students who have identified special educational needs or disabilities is monitored termly. Parents will have the opportunity to work with the SENCO to plan for their child's future educational needs through drop in days, planned review meetings or through our open door policy. The SENCO is always happy to arrange meetings requested by a parents or carers.

The One Page Profile

All pupils who are identified as needing support for a special educational or disability will have a one-page –profile. This document is created alongside the student by the SENCO. It outlines the student's difficulties, needs, what helps them, as well as their interests and aspirations. All adults in school who work with the student will have access to their one-Page-Profile and will use it to personalise their teaching approach.

The Support Plan

Where there are particular concerns or anxieties about progress, from home, school or another agency involved with the student. It may be considered useful to draw up a Support Plan. This document clearly identify desired outcomes and the steps that will be taken to achieve these outcomes. A Support Plan is reviewed termly.

MYPLAN

A MYPLAN provides a very detailed picture of a student which is created through a series of person centred meetings and is the first step towards requesting an Education and Health Care Plan. A MYPLAN may be deemed appropriate when a student is failing to make progress or progress is declining despite carefully implemented interventions through the Support Plan, and it is considered that further support from the Local Authority is needed. Creating a My Plan involves a team of people, including the student themselves, who are committed to supporting the achievement of a set of agreed outcomes. Completing a My Plan includes gathering information regarding the student's history and background. This helps provide the team with a holistic view of the student in order to create the best intervention plan possible. The student should see themselves in the centre of this planning process. Reviews for My Plans are calendared in termly. The whole team are invited to attend termly My Plan meeting or submit a report.

Statutory assessments/Education, Health and Care plans (EHCP)

If a student fails to make adequate progress on a My Plan, and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the student being provided with an Education, Health and Care plan (EHCP). A statutory review of the EHCP is completed annually. All services involved in the provision or support for the student are required to contribute to the annual review. More frequent reviews will be arranged according to the need of the student. The SENCO is responsible, on a daily basis, for co-ordinating the provision specified on an EHCP that has been identified as necessary to support the special educational need of the named student on it.

5: Criteria for exiting the SEN register

All children who have been identified as having an SEND and are current receiving support in school that is additional to that offered to the rest of the school are recorded on the schools 'census information'. This is kept updated by the SENCO and shared through the schools data base system (SIMS) with all teaching staff. When students make sufficient progress without the need for any provision that is additional to or different from a normal differentiated curriculum, it may be agreed with parents that no further additional support is required and they may exit the SEND register. Further additional support can be requested again at any point and the student will remain a monitoring stage for the duration of their time at Handsworth.

6: Supporting Families

To inform families of the support available in school, we have liaised with the Local Authority to produce a Local Offer which can be found in the Sheffield Directory at www.sheffielddirectory.org.uk. It is also the school's statutory requirement to provide a **SEN Information Report** which can be found via the SEN page on the school website.

'Caring' is at the heart of our ethos at Handsworth Grange, and this extends out to the families of our students. Where a student at Handsworth has special educational needs or disabilities, the SENCO will endeavour to work in partnership with the family, and where appropriate other agencies e.g. MAST, social care, medical professionals, the police or the

Criminal Youth Justice team to ensure the student is receiving as much support that is available.

7. Admissions

Handsworth Grange Community Sports College will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

8: Access arrangements

Handsworth Grange Community Sports College follows national guidance about supporting children to access exams and other assessments. This is overseen by the Exams Team within school.

9: Supporting Students at School with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. All students who have medical conditions requiring on-going care, will have a detailed Health Care Plan. This plan is created in partnership with parents, health care professionals and, if appropriate, the student themselves.

10: Training and Resources

- The SENCOs from each school across the Handsworth Family meet regularly to discuss and plan for the current and future needs of children with SEND within the family. This includes allocation of training, resources and additional support where appropriate.
- The school will also identify its own training and development needs. This occurs through the SEND Self Evaluation Form and Department Development Plan.
- Our SEND provision is mapped to show how we allocate resources to students.
- Resources may take the form of: differentiated work in class; support from a Teaching Assistant in class; participation in a focused intervention in groups, or as an individual; specialist equipment, books or other resources; alternative provision, commissioned work with other professionals; participation on a bespoke course or qualification;

11: Roles and Responsibilities

The governing body:

- In cooperation with the head teacher, monitors the schools general policy and approach to the provision for children with SEND.
- Monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.
- Does its best to ensure that the necessary provision is made for any student who has special educational needs or disabilities.
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs or disabilities.
- Ensures that a student with special educational needs or disabilities joins in the activities of the school together with students who have no needs.
- Has regard to the SEND Code of Practice (2014) when carrying out its duties toward all students with SEND.

The Head teacher:

- Ensures that the SENCO has sufficient time and resources to carry out their functions.
- Provides the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

- Ensures that teachers monitor and review the student's progress during the course of the academic year.
- Regularly and carefully reviews the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.

The SENCO:

- Is a qualified teacher with the recognised SENCO qualification (within three years of being in post)
- In collaboration with the Head teacher, and governing body, determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND need.
- Ensures that those teaching or working with students are aware of their needs, and have arrangements in place to meet them
- Cooperates with local authorities during annual EHC plan reviews.
- Manages the team of teaching assistants.
- Collaborates with SENCOs across the Handsworth Family in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaises with and advises colleagues on all matters relating to SEND.
- Oversees the review and maintenance of EHCPs, MY Plans, Support Plans and One-Page-Profiles and records for all SEND students.
- Oversees the day-to-day operation of the school's SEND Policy.
- Co-ordinates provision for SEND students.
- Liaises with parents/carers of SEND students
- Liaises with post-16 providers when SEND students leave the school.
- Contributes to the continuing development and training of school staff.
- Liaises with external agencies as relevant/appropriate.

Subject teachers:

- Ensure that they have accessed all information made available by the SENCO regarding students with special educational needs and disabilities that they teach
- Plans and reviews daily support for their students with SEND
- Sets high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Plans lessons to address potential areas of difficulty and ensures that there are no barriers to every student achieving.
- Identifies students not making progress and inform the SENCO

Teaching assistants:

- Ensure that they have accessed all information made available by the SENCO regarding students with special educational needs and disabilities that they teach
- Work under the guidance of the SENCO

Parents and carers:

At Handsworth Grange Community Sports College we recognise that parents and carers are the experts when it comes to understanding some of the needs of their children. Their partnership with school is central to any success towards enabling their child to achieve their desired goals. We always strive to create and maintain excellent working relationships with parents of students at our school which are based on trust and respect through a process of listening and learning.

12: Reviewing this Policy

This policy will be reviewed annually and presented to the Governing body for approval

13: Complaints Procedure

As parents are involved throughout the implementation of SEN provision, it is hoped that there will be no cause for complaint. However if a parent has a complaint then in the first instance, Mrs Brocklesby (SENCO) should be contacted directly through the school office. If this is not satisfactory then an appointment to discuss the complaint with the Head teacher should be made. Further to this, the governor with responsibility for SEN and the Chair of Governors will become involved. At any time the parent may seek help from the Parent Partnership Service (see below).

A copy of 'Special Educational Needs or Disabilities Code of Practice', published by the Department for Children, Schools and Families, is available in school for reference or online at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Contact details for SSENDIAS - Sheffield SEN & Disability Information Advice and Support Service (previously Sheffield Parent Partnership)

Darnell Education Centre

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Sheffield

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Telephone: 0114 2619191

E Mail: ed-parent.partnership@sheffield.gov.uk